

Minerals in Canada

Name: _____

Content: Resources and economic development in different regions of Canada

Curricular Competency: Use Social Studies inquiry processes and skills to — ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions

Curricular Competency: Develop a plan of action to address a selected problem or issue

Curricular Competency: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)

Curricular Competency: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

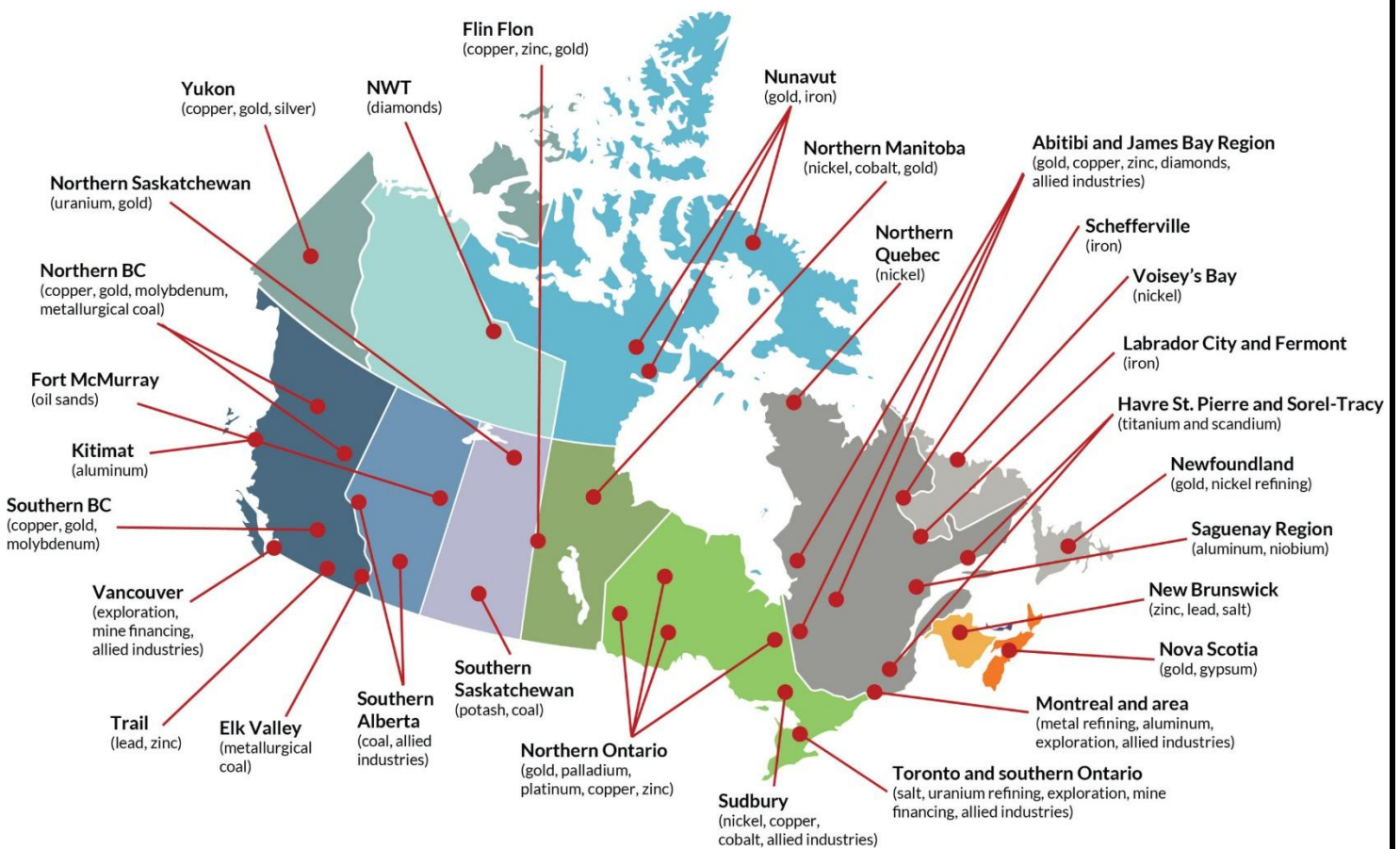
Curricular Competency: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)

Curricular Competency: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)

Curricular Competency: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Curricular Competency: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

First Peoples Principles of Learning: Learning is reflective



Mineral exploration and mining are about finding and taking valuable minerals from the ground. Minerals are natural resources like gold, silver, copper, nickel, iron, diamonds, and salt. Canada has a lot of these minerals, and mining has been important for the country's economy for hundreds of years. Mining creates jobs for thousands of people in communities across Canada, especially in provinces like Ontario, Quebec, British Columbia, and the territories in the north. Minerals are used in many everyday items like coins, electronics, cars, jewelry, and buildings. Before mining can happen, geologists and companies explore the land to find where minerals are located. This is called **mineral exploration**. Mining must be done carefully, because digging and processing minerals can harm the environment. Canada works on **sustainable mining** practices to protect land, water, and wildlife while still using these important resources.

Mineral exploration and mining are about finding and taking valuable minerals from the ground. Minerals are natural resources like **gold, silver, copper, nickel, iron, zinc, uranium, potash, diamonds, and salt**. Each of these minerals is used for different purposes. For example, gold and silver are used in jewelry and electronics, copper is used in wiring, nickel in stainless steel, potash in fertilizers, and diamonds in both jewelry and industry.

Canada is one of the **world's largest producers of many minerals**, and mining is very important to the economy. Mining provides **thousands of jobs** in communities across the country, especially in Ontario, Quebec, British Columbia, and the northern territories. Minerals are also a big part of **Canada's exports**, which means they are sold to other countries and bring money into the Canadian economy. For example, nickel, potash, and diamonds are sent all over the world to make products that people use every day.

Before mining can happen, geologists explore the land to find where minerals are located. This is called **mineral exploration**. Once a valuable site is found, a mine is developed. Mining must be done carefully, because digging and processing minerals can harm the **environment**, including water, soil, and wildlife. That's why Canada works on **sustainable mining** practices, which include protecting the environment, following safety rules for workers, and respecting Indigenous rights.

Mining is important not just for jobs and trade, but also for **building and technology**. Many of the things we use every day — like smartphones, cars, coins, computers, and even buildings — depend on minerals from Canadian mines. This shows that mining is a key part of Canada's economy, connecting communities, trade, and daily life.

CANADA

Canada's mineral exploration and mining sector is a mainstay of the national economy that supports jobs and economic activity in every region.



TOP 10 MINERAL PRODUCTS:

1. Gold, \$10.1B
2. Coal, \$6.5B
3. Iron Ore, \$4.9B
4. Potash, \$5.7B
5. Copper, \$4.4B
6. Nickel, \$3.0B
7. Sand and gravel, \$2.3B
8. Diamonds, \$2.9B
9. Stone, \$2.0B
10. Platinum Group Metals (PGMs), \$1.3B



The minerals sector directly employs

392,000 INDIVIDUALS

And indirectly employs an additional

327,000 INDIVIDUALS

Together, direct and indirect employment exceeds

719,000 JOBS

That's **1 IN EVERY 29 JOBS** in Canada



Indigenous people make up

12%

of the labour force, and the mineral industry is the top private sector industrial employer of Indigenous peoples

The industry boasts the highest wages and salaries of all industrial sectors in Canada



Canadian exploration and mining companies have mining assets in over 100 countries abroad, worth nearly

\$177.8 billion

Canada produces some **60** minerals and metals at **200** mines and **6,500** sand, gravel and stone quarries a year worth nearly **\$48 billion**

Domestic exports of mineral and metal products

\$106 billion
19% of Canada's domestic export

\$2.3 billion

spent on exploration-related activities



Curricular Competency: Use Social Studies inquiry processes and skills to – **ask questions**, gather, interpret, and analyze ideas; and communicate findings and decisions

Write down 5 questions that you are wondering about the mining industry in Canada:

1. _____
2. _____
3. _____
4. _____
5. _____

Curricular Competency: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

What do you think the following people might believe about **mining**? (large-scale mining operations, to then sell the minerals)

A mine owner in British Columbia	An environmentalist / conservationist in British Columbia
Why might they support/oppose commercial mining? _____ _____ _____ _____ _____ _____	Why might they support/oppose commercial mining? _____ _____ _____ _____ _____ _____
What might make them want to encourage / discourage MORE mining operations than there already are? _____ _____ _____ _____ _____ _____	What might make them want to encourage / discourage MORE mining operations than there already are? _____ _____ _____ _____ _____ _____

Curricular Competency: Construct arguments defending the **significance** of individuals/groups, places, events, or developments (significance)

Someone tells you that "mining isn't that big of a deal in Canada." What are your thoughts? Would you agree with them? Disagree with them? Is mining actually that significant of a thing in the Canadian economy, and in Canadian society? Explain your thinking.

Curricular Competency: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)

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Mining in Canada: Causes and Consequences

Short-Term Causes (things that made mining grow quickly):

- High demand for minerals like gold, copper, silver, and nickel for everyday products and industry.
- Discovery of new mineral deposits in different parts of Canada.
- The need for jobs in towns near mining areas.

Long-Term Causes (things that built up over time):

- Canada has vast mineral-rich land that has been used by Indigenous peoples for tools and trade for thousands of years.
- European settlers and later Canadians developed towns and industries that depended on mining.
- Global trade made Canadian minerals valuable products for other countries.

Intended Consequences (what people wanted):

- Jobs and income for people living near mines.
- Minerals for making coins, electronics, buildings, and jewelry.
- Economic growth and trade for Canada.

Unintended Consequences (what happened by accident):

- Damage to the environment, such as water pollution, soil erosion, and loss of wildlife habitat.
- Conflicts with Indigenous communities if mines were built on traditional lands without permission.
- Health and safety risks for workers in some mines.
- Some mining towns struggled or were abandoned when mines closed.

Which of these short-term or long-term causes impacted mining the most? Why is that?

Which of these consequences is the most disastrous? Why is that?

Curricular Competency: Develop a plan of action to address a selected problem or issue

If you were in charge of mining in Canada, what would you do? What would be your course of action, in regards to mining operations in the future? Why is that?
